

**Texas Education Agency  
Standard Application System (SAS)**

**2018-2019 Texas Education for Homeless Children and Youth**

<b>Program authority:</b>	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	September 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, April 3, 2018	Place date stamp here.
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Cal Lopez; <a href="mailto:HomelessEducation@tea.texas.gov">HomelessEducation@tea.texas.gov</a> , (512) 463-9414	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #		Amendment #
Bushland ISD	188904		
Vendor ID #	ESC Region #	DUNS #	
1-75-1619952	16	193072816	
Mailing address		City	State      ZIP Code
Box 60		Bushland	TX      79012-

**Primary Contact**

First name	M.I.	Last name	Title
Stephanie	G	Braddock	District Homeless Liaison
Telephone #	Email address		FAX #
806-359-5410 et. 229	<a href="mailto:Stephanie.braddock@bushlandisd.net">Stephanie.braddock@bushlandisd.net</a>		806-322-1166

**Secondary Contact**

First name	M.I.	Last name	Title
Karen		Grantham	Business Manager
Telephone #	Email address		FAX #
806-359-5410 ext. 504	<a href="mailto:Karen.grantham@bushlandisd.net">Karen.grantham@bushlandisd.net</a>		806-359-6769

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Chris		Wigington	Superintendent
Telephone #	Email address		FAX #
806-359-5410 ext. 510	<a href="mailto:Chris.wigington@bushlandisd.net">Chris.wigington@bushlandisd.net</a>		

Signature (blue ink preferred)

Date signed

3-29-18

*Only the legally responsible party may sign this application.*

**701-18-109-069**

**Schedule #1—General Information**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
x	I certify my acceptance of and compliance with the program guidelines for this grant.
x	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
x	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
x	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

x I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

- |     |  |
|-----|--|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|--|

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Bushland ISD is applying for this grant because we have students that need barriers removed and have individual needs and challenges that will be addressed with homeless services. They can be identified, enrolled in school, attend school regularly and be successful on state assessments. Our program has **four major goals**. First, they need to be **identified homeless** and then services can be provided to address any needs or challenges. We identify by having them fill out a Student Residency Questionnaire (SRQ) at registration and an Update form with report cards. Students are qualified after reviewing the SRQ and an interview has been completed by the homeless liaison. The SRQ is then reviewed by the District Homeless Liaison to ensure services are provided as needed to remove barriers of students in homeless situations. At the end of each grading period a Housing Update Form is sent home with every student in their report card for families to complete if their housing has changed since enrollment. Staff that become aware of a student's housing change can contact the Homeless Liaison so that an interview can be held to determine a housing change and if services are necessary at any time during the school year. Posters stating the rights of students in homeless situations and the Liaison's contact information are posted throughout the community at locations where students frequent. By doing the above mentioned procedures, we are fulfilling TEA program requirement 1. Second, students in homeless situations need to be **enrolled** at identification of their homeless status. Students have 30 days to provide any documents or immunizations that they might need all the while participating fully in school. Third, they need to **attend school** on a regular basis. We work hard with our families to address any barriers or needs and challenges that they might have on an individual basis. Lastly, they need to be **academically successful** on the state assessments. We use the Response to intervention (RTI) process while making sure that they have assessments expedited as needed. By completing these early interventions and ongoing progress monitoring, we fulfill TEA program requirement 3.

The project's budget was developed based on the amount of the available funds we could apply for and an annual needs assessment of our homeless students. We used the National Center for Homeless Education and Education for Homeless Children and Youth Program's Local Educational Agency Informal Needs Assessment to help us review our program for homeless children and youth. Our Homeless Liaison determines its efficacy and with input from stakeholders, they determine when and how the process needs to be updated or changed. Prior grant funding has helped us achieve our goals for our students in homeless situations and the budget was developed to help meet those same goals and to remove barriers based on the needs and challenges of the individual students in homeless situations. We based the budget on past success of what has worked in our district, as well as any new additional needs discovered in our annual needs assessment. We used a systematic method of allocating financial, physical, and human resources to achieve strategic goals. The goals of the grant relate to the goals of our district. We have 24.9% of our demographics at-risk. Our homeless population is 7.74% of our student population. We expedite assessments such as special education assessments for students in homeless situations when needed. Some strengths of our demographics are that student schedules are developed to meet the needs of all students and this makes students in homeless situations get the necessary classes for graduation. All students are closely tracked. Special Education students are doing well on the state assessments. We need to have an increased awareness of the growth in population and changes in demographics that are occurring. The district must disaggregate the data on state assessments for different sub-populations and look to increase achievement for different sub-populations compared to all students. One of our goals directly related to this need is that students in homeless populations need to be academically successful on the state mandated assessments. We monitor progress toward our goals and adjust as necessary. It is Bushland ISD's project objectives and activities as well as the goals of the grant that help to ensure that we meet those goals and remove any barriers to their success. The district appointed a District Homeless Liaison to ensure students in homeless situations are identified, enrolled, attend school and succeed on required state assessments. The Homeless Liaison created a management plan. It was developed to ensure that the program receives consistent, high-quality management by doing an annual evaluation of the program. We have project objectives and milestones to ensure our students are successful. The key staff in the management plan are the following positions: District Homeless Liaison, Grant Project Director, Summer Camp Director, and High School Mentor. The Homeless Liaison has had a great deal of success in the past with the management plan for grant programs for the homeless in our district. Her track record is proof that it can and will be done successfully. The Grant Project Director has written and administered grants totaling over \$300,000 to serve the homeless in our schools. The Summer Camp Director has been doing our summer camp for over 10 years.

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By TEA staff person:



**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Our High School Mentor has been volunteering since 2007. Community Collaborators are also invited to attend a community collaborator training where they learn about the needs and challenges of students in homeless situations. Enrollment staff from each campus attend an annual training at Region 16 that provides homeless update training and is typically presented by a staff member from the Texas Homeless Education Office (THEO). If awarded the grant, at least one person from the district will attend the required trainings. The above mentioned trainings allow for the implementation of current strategies to ensure that the TEA program requirement 2 is met. Identification and enrollment of students experiencing homelessness are updated annually. A summer camp will be offered for elementary students in homeless situations to help provide opportunities to develop their schema. Students in homeless situations will be provided with school supplies and supply fees. Students in homeless situations will also be provided emergency/extraordinary assistance such as clothing, shoes, birth certificates for enrollment and hygiene items as the need arises. It is important that we provide school of origin transportation if it is determined that it is in the best interest of the students. Students also have 30 days to provide immunizations. Students receive free breakfast and lunch at identification of their homeless status and assigned a mentor at the high school level. Parents at the elementary level are invited to review and update our home/school compact annually which describes Title I, the services and programs that we offer and the school, parent/guardian and student responsibilities. It also provides a list by grade level of family activities to help students have a successful year. There is a parent involvement activity incorporated within the summer camp. Our weekend food program, Snack Pak 4 Kids is available for food insecure homes. The District Homeless Liaison will also be an active member of the Continuum of Care and attend monthly meetings throughout the school year to stay abreast of community resources to support the needs and challenges of students in homeless situations. Collaboration between the community and within the school district is important in our district in removing barriers and meeting the needs and challenges of students in homeless situations. We will set aside \$1,000 from Title I to ensure that students on non Title I schoolwide campuses have immediate access to school supplies on their campus. An effective project evaluation will begin at the project start date and be ongoing throughout the project year. Within assessment of the project's progress toward its desired outcomes. A strong evaluation component assists project director in determining the project's strengths and those areas needing improvement. It will have a robust, comprehensive evaluation design that incorporates project activities, outcomes, collaborations, and ongoing financial review. It will describe how project successes and weaknesses will be identified and describes the process and positions responsible for making ongoing improvements to the project. It will also include a timeline for major evaluation activities. It will include 3 types of evaluation: Planning, Formative, and Summative Evaluation. We will ask questions like "What is needed?" & "How can it be made better?" We will look for evidence of the value or successes and weaknesses of our homeless project. All of the statutory requirements have been met on the application. Our application completely and accurately answers all TEA requirements and that can be observed by the depth of the program that we have outlined in this application. We have 9 activities that will service the program that will address the identified needs under statutory requirement number 1. We have 15 collaborators that will serve homeless children and unaccompanied youth to fulfill statutory requirement number 2a. Our 4 goals to our homeless project fulfill the requirements of statutory requirement 2b. One of our activities fulfills the statutory requirement 2c involving parents or guardians of homeless children and youth in the education of their children. All homeless and unaccompanied youth are integrated into the regular education program which fulfills statutory requirement 2d. The district sets aside \$1,000 from Title I after the Title I Coordinator and the District Homeless liaison discuss the budget, and homeless needs. They provide supplies to campuses that are not schoolwide Title I campuses which fulfills statutory requirement 3a. Our district has current policies and procedures on school selection, enrollment, transportation, services, disputes, free meals, Title I, Training, Coordination, Pre-school and transition to higher education which fulfills the statutory requirement 4.

We are committed to the goals of this grant program to ensure that students in homeless situations are identified, enrolled, attend school on a regular basis and are successful on state assessments. We do this by ensuring that we have a Homeless Liaison that is current on the barriers, needs and challenges of students in homeless situations. She is dedicated in providing a homeless services program by using Title I Set Aside funds, donations from PTO, collaborating with others either within/outside our school in our community. We stay connected to the Continuum of Care monthly and seek out new resources in our area on a regular basis. We have a mentor for our homeless at the high school to address their unique needs and challenges. We are committed to work together in the best interest of our students.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)

Grant period: September 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 206/295

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$6200	\$0	\$6200
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$835	\$0	\$835
Schedule #10	Other Operating Costs (6400)	6400	\$2115	\$0	\$2115
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$9150	\$0	\$9150
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$9150</b>	<b>\$0</b>	<b>\$9150</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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**Administrative Cost Calculation**

Enter the total grant amount requested:	\$9,150
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result.	\$732
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 188904			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
			Grant Amount Budgeted	
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director			
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
<b>Other Employee Positions</b>				
21	Summer Camp Director		1	\$1200
22	District Homeless Liaison		1	\$5,000
23	Title			\$
24	Subtotal employee costs:			\$6200
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$6200

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 188904		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$0</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>For TEA Use Only</b>	
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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 188904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$835
Grand total:		\$835

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 188904		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$440
Subtotal other operating costs requiring specific approval:		\$440
Remaining 6400—Other operating costs that do not require specific approval:		\$1675
<b>Grand total:</b>		<b>\$2115</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 188904			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	111	7.04%	
Identified homeless students	122	7.74%	
Students identified homeless with a 5A Crisis Code	0	0%	
Students identified homeless with a 5B Crisis Code	0	0%	
Students identified homeless with a 5C Crisis Code	0	0%	
Attendance rate for identified homeless students	NA	%	
Attendance rate for economically disadvantaged students	NA	%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
4	4	8	7	12	7	6	7	3	9	8	4	2	3	84

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Local District Homeless Liaison will undertake an annual review of data and activities in our district to ensure the local education for homeless children and youth program is identifying and meeting the needs of homeless children and youth. We use an informal needs assessment created by the National Center for Homeless Education for Homeless Children and Youth Program. This informal needs assessment tool provides a series of questions that the local liaison used to determine the status of our services for homeless children and youth and to identify where to focus efforts to meet the most critical needs of these students. This questionnaire was used in conjunction with a review of data that provides the numbers of homeless children and youth identified, their primary nighttime residence, absenteeism, discipline referrals, drop-out rate, and level of academic proficiency. We will review local and community or state data that is available. The local liaison will also review their phone and email logs to identify recurring problems and concerns, along with past program monitoring reports. Input from other program administrators and stakeholders will also enhance the quality of responses. The questions are organized by key focus areas for the work of the district in homeless education and reflect provisions in the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act of 2015 (ESSA). References to relevant portions of the McKinney-Vento Act are included for each area. The questions are comprehensive to ensure that all aspects of the McKinney-Vento program are included. Focus areas include the following: awareness, policies and procedures, disputes, identification, enrollment, school selection, access to services, transportation, school success, collaboration with the district, collaboration with Title I, community collaboration, resources, capacity and compliance. This tool is designed to be customized to fit our program. We may have more information in some areas than others, or our responses are based more on what we know from experience (and other's experience), rather than hard data. The questions are intended to spark discussion more than be utilized as a formal needs assessment framework, in order to accommodate the time and resources available to respond to them. The local liaison spent several hours completing the questionnaire or longer, engaging the input of other program administrators and stakeholders. The campuses selected to be served are Bushland Elementary, Bushland Middle School and Bushland High School. They were selected because we are a small rural school district and we strive to serve all our students in homeless situations. The needs are prioritized based on the goals of the program. It is our goal to identify our homeless students, enroll them, have them attend classes on a regular basis and be successful on the state assessments.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students in homeless situations need to be identified so that they can be served to improve their academic success rate. Staff need to be trained on how to identify, enroll, and serve students in homeless situations.	The implemented grant program would address students in homeless situations that have many barriers to academic success and once they are identified they can be served with services that can help remove the barriers. If they are not identified the barriers cannot be removed. Staff that are trained on the needs and challenges of students in homeless situations are better prepared to identify, enroll and serve students in homeless situations so that they can progress academically.
2.	Students in homeless situations need to enroll in school so that they can develop academic skills and be successful academically.	The implemented grant program would address students in homeless situations that have 30 days to get the necessary documents/immunizations for enrollment. Students cannot progress and be successful academically if they are not in class fully participating upon enrollment.
3.	Students in homeless situations need to be in attendance in school so that they can develop their academic skills.	The implemented grant program would address students in homeless situations that cannot progress and be successful on the state assessments if they are not in school attending and fully participating on a regular basis.
4.	Students in homeless situations need to be successful academically.	The implemented grant program would address students in homeless situations that will have the opportunity to be successful academically. They are to be identified, served with appropriate services, enrolled in school and attend school and fully participating on a regular basis so that they can succeed academically and perform well on the state assessments as well as make individual progress on their academic skills. Students whose parents are involved in their child's education attend school regularly and perform better academically.
5.	Students in homeless situations need to have barriers removed that interfere with their academic success.	The implemented grant program would address students that need to have barriers removed. They may need free breakfast and lunch, school supplies, clothing, shoes, weekend food at times, summer camp to develop and expand their schema, hygiene items, supply fees or emergency assistance as it arises. Once barriers are removed they can focus on doing well in school academically.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Homeless Liaison	Has served as the District Homeless Liaison for the past 16 years. She has been in education for the past 25 years at this district. She provides homeless services for each campus in the district and is responsible for the activities serving our students in homeless situations that occur ongoing on a daily basis. She has successfully identified students in homeless situations and has ensured that they have the opportunity to enroll in, attend and succeed in school; ensured that families in homeless situations are informed about all the programs and services for which they are eligible, including transportation to their school of origin; mediate enrollment disputes; ensured that parents have meaningful opportunities to participate in their children's education; and disseminated the notice of educational rights of children and youth in homeless situations. In March of 2008 she was selected as the Association of Texas Professional Educators' Special Services Educator of the Year as a statewide award. She currently updates policy and procedures annually to ensure proper identification and services to our homeless population. She has designed and implemented policies and procedures to remove barriers to the identification, enrollment and retention of children and youth in homeless situations in our district to better serve our homeless population. She continues to search out and develop relationships in our community to better serve our homeless and at-risk population. She also serves as a campus at-risk monitor where she monitors students for at-risk indicators each school year. She has a Master's Degree in Counseling, a Bachelor's Degree in elementary education and an Associate of Applied Arts and Sciences degree. She also holds an LPC-I license.
2.	Grant Project Director	Has successfully written and administered grants totaling over \$300,000 for our school district for our homeless population, phototherapy, supplies/fees of economically disadvantaged, sex offender sign-in program and badge system for 16 years. Three years ago she was awarded \$5,000 for having the most donations for a program at the time that Wal-Mart had called Champions for Kids. Our school district was matched with a local Wal-Mart and we received more donations than any other Wal-Mart in Texas that participated in the program. Due to that donation project she received a bonus check for our school district in the amount of \$5,000 to help students in need in our district. She is not only proficient in managing discretionary grants she seeks out funding that will benefit students and their specific needs and challenges.
3.	Summer Camp Director	Has coordinated and directed summer camp for the homeless and at-risk students in our district for over 12 years. She has 25 years of education experience.
4.	High School Mentor	Has been volunteering as the high school mentor since 2007. Her degree is a Bachelor of Science in Home Economics. She took 18 college hours worth of child development, psychology, and behavior development courses at Baylor University. She also completed 6 hours of education/child development courses at Texas Tech in the Master's program. Prior to assisting at Bushland, she worked for 10 years at Cal Farley's Boys Ranch and went through yearly training on working with children living in a facility. She worked with caseworkers, probation workers, and students directly. She taught Child Development class for 10 years. While at Boys Ranch she was trained in child abuse prevention, child abuse identification, child abuse reporting, health/safety/nutrition, COA Council of Accreditation training, CHAMPS, Equine psychotherapy training, AT RISK - TLC online training, TX Alliance for Child and Family Services. Since 2007 she has attended Homeless training at Region 16.
5.	Campus Liaisons	Receive annual homeless update training at Region 16 for identification, enrollment, attendance and the needs and challenges of students in homeless situations to help remove barriers to academic success.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process and procedures that we have in place currently for monitoring the attainment of goals and objectives is a part of our effective project evaluation that will begin at the project start date and be ongoing throughout the project year. The project evaluation will be an ongoing assessment of the project's progress toward its desired outcomes. Our strong evaluation component assists the district homeless liaison in determining the project's strengths and those areas needing improvement. Our robust, comprehensive evaluation incorporates project activities, outcomes, collaborations, ongoing financial review, and other elements. It will describe how project successes and weaknesses will be identified and describes the process and positions responsible for making ongoing improvements to the project. It will include a timeline for major evaluation activities. Our internal comprehensive evaluation of our district homeless project will provide feedback on the efficiency, effectiveness and performance of our program to hold it accountable. The objective of our internal evaluation will be to improve decision-making at all levels. We will involve stakeholders so that we can improve understanding and responsiveness to the needs and challenges of the students in homeless situations. This can be used to create consensus and ownership for a change process if needed. Dialogue with staff typically improves understanding and responsiveness to the students in homeless situations. We plan to communicate findings openly so that we increase our credibility and create pressure where needed to act upon findings. We will strive to improve information, decision-making, resource allocation and accountability. A successful evaluation will include collaboration between key participants and project activities. The key value of our evaluation will allow for in-depth study of the performance and effectiveness of our program. Evaluation information can be an important factor in policy formulation to improve the quality of policy intervention and in the budget process and ongoing financial review to support priorities and savings. This internal evaluation is designed to add value and improve our operations. Our evaluation will include the collection and scrutiny of information about the activities, characteristics, and outcomes of the program to make judgements about this program, improve program effectiveness, and informed decisions about future programming. Our evaluation will help us determine how well our program is working or whether the results of the program operations and outcomes. Our general goal is to provide "useful" feedback to stakeholders and staff members and have continuous improvement. It will be most useful when it informs and improves our program improvement decisions, budget decisions, future program design choices, or long-term directions. We can update and share information within our staff and community in our District Newsletter, through email, District website, Twitter and Facebook pages such as Bushland Community Resources or Bushland ISD so that we communicate any adjustments.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Planning	1.	We will ask "What is needed?" We will use brainstorming sessions or surveys with our stakeholders and staff and conduct a needs assessment. Once completed these results will help determine a plan of action for our project. An indicator of accomplishment will be that needs and activities are set for the project based on the needs assessment.
2.	Formative	1.	We will ask "How can it be made better?" We will do this in preparing for the mid-year review of the project. We will look at how the program is implemented and how the implementation process might be improved. An indicator of accomplishment will be a completed midstream evaluation to determine if any adjustments in our program delivery or design are necessary. Project activities, outcomes, collaborations, and fiscal status will be reviewed.
3.	Summative	1.	We will look for evidence of the value or successes and weaknesses of our homeless project and engage in a summative evaluation which will be the indicator of accomplishment. This type of evaluation is performed to measure the effects of the program. During the summative evaluation we will look at the basic program outputs, such as number of program participants, and program costs. We will do an outcome evaluation to investigate the changes that occur as a result of the program and whether the program is having the intended effect. We will measure progress toward program objectives, such as changes in knowledge, attitudes, skills or behaviors. The District Homeless Liaison will be responsible for making ongoing improvements to the project. We will use quantitative and qualitative evaluation data. Quantitative data uses numbers or ratings to define or measure program elements. Qualitative data uses descriptions and stories to gain deeper insight into this program. We will use surveys/interviews (open ended questions), focus groups or discussions and brainstorming for qualitative data collection.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Parents at the elementary level are invited to review and update our home/school compact annually which describes Title I, the services and programs that we offer and the school, parent/guardian and student responsibilities. It also provides a list by grade level of family activities to help students have a successful year.	25	Elementary School	Sign in sheet from the meeting or a current copy of the Title I compact.	#4, #3
Summer school/camp for students in homeless situations which will include a parent involvement activity.	6	Elementary School	Sign in sheet at camp or copy of camp agenda	#5
Clothing, hygiene items, student classroom supplies supply fees, weekend or emergency food such as Snack Pak 4 Kids, shoes, summer camp supplies will be distributed when a need is determined for a student in homeless situations and other emergency assistance when a need arises.	122	Each school campus in the district.	The District Homeless Liaison keeps documentation as services are rendered and receipts are submitted to the district business office for items purchased.	#5, #3
Out of state birth certificates will be paid for as needed for students that come to our school district and do not have their birth certificate for enrollment.	2	Each campus in the district.	Requisition for the birth certificate in the business office.	#2
District Homeless Liaison or an appointed staff member will attend required grant staff development.	122	To be determined by grant requirements.	Requisitions for staff development in the business office.	#1
Enrollment staff will attend annual Homeless Update training	122	Region 16	Certificate or copy of sign in sheet from staff development.	#1

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**Statutory Requirement 2a:** Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Colorful Closets	Provides clothing to students in need.
2.	Mission Amarillo-Step Up Program	Provides tennis shoes to students in need.
3.	Snack Pak 4 Kids	Provides weekend food bags to students in food insecure homes.
4.	Managed Care	Provides free drug prevention lessons and drug prevention supplies for Red Ribbon Week and summer camp.
5.	Bushland Baptist Church	Provides donations to fund our weekend food program, Snack Pak 4 Kids as needed if not enough monetary donations are made.
6.	Elementary Counselor, Middle School Nurse	Distributes Snack Pak 4 Kids on Fridays in student's lockers in food insecure homes.
7.	Campus enrollment staff	A representative from each campus attends annual Homeless update training at Region 16 and collaborates with the District Homeless Liaison on identifying and enrolling students in homeless situations immediately when presenting to register.
8.	Continuum of Care	Provides monthly meetings with over 40 service organizations/individuals that collaborate and serve the homeless. They also provide staff development at the Beans and Cornbread Luncheon annually.
9.	Campus Nurses	Allow for 30 days for students in homeless situations to get any immunizations they are lacking at enrollment.
10.	District Department Heads such as GT, Title I Coordinator, Special Education, Homeless Services, Technology, Custodial, Maintenance, Transportation, Food Service and the Athletic Department	Work together to ensure the students in homeless situations receive transportation to their school of origin, free breakfast and lunch at identification, assistance with participation in school programs such as Title I and Special Ed Services and assessments will be expedited as necessary for students in homeless situations.
11.	High School Mentor	Meets with homeless qualified students at the high school level and helps them with available resources to remove barriers from attending and succeeding in school.
12.	Bushland Church of Christ	Provides assistance for students in need of extraordinary assistance such as car repairs.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**Statutory Requirement 2b:** Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed funds will help pay for the Homeless Liaisons salary and she will ensure that the proposed activities such as having students fill out a Student Residency Questionnaire at registration are completed based on the grant application. Of those activities the enrollment staff will be required to attend the annual homeless update training at Region 16 on the identification, enrollment and educational success of homeless children and unaccompanied youth.

**Statutory Requirement 2c:** Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our district will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children by having the opportunity for parents to attend, review and update our home/school compact annually which describes Title I, the services and programs that we offer at the school, and parent/guardian & student responsibilities. The compact provides a list by grade level of family activities to help students have a successful year academically. Parents will also be invited to participate in a parent involvement/family activity as a part of summer camp at the elementary for our students in homeless situations. Parent involvement is a vital part of our district. Parents volunteer to work in various areas of the school including the workroom, Einstein Lab, computer lab, classroom projects, and more. Our PTO provides monetary support for classroom supplies. Parents plan and implement parties for our students, and Open Houses, teacher-parent conferences, and written communication help to ensure the open communication that is needed. Parents are involved on our campus site based decision making committee. Parents give their time to be guest speakers for particular classrooms and also allow students to visit their businesses. The parents run our Elf Shelf at Christmas and the Fall Festival. We continue to use a volunteer training program that parents attend to understand the needs and the requirements of volunteers in our building. Parents also volunteer as coaches for robotics.

**Statutory Requirement 2d:** Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Homeless children and unaccompanied youth will be integrated into the regular education program. All homeless children are linked to all services for which they are eligible, including tutoring and other academic support. They are offered all services just as any non homeless student such as RTI processes, GT referrals, Special Education assessments, etc.. Homeless children and youths will have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state academic standards to which all students are held. Homeless children and youth are identified and accorded equal access to appropriate secondary education and support services, including by identifying barriers and removing barriers that prevent youth for full or partial coursework satisfactorily completed while attending a prior school. The liaison will ensure that homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, school.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**Statutory Requirement 3a:** Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-aside is for the District to set-aside \$1,000 for supply buckets for the middle school and high school campuses for homeless and unaccompanied youth. It is our goal that they have access to supplies immediately as needed on those campuses that are not Title I schoolwide. The process for the plan is that the District Homeless Liaison and the Title I Coordinator collaborate to implement a plan for the set-aside to best meet the needs of our students.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$1000	School supply buckets for the middle school and high school for students in homeless situations.
Planned Set-Aside for 2017–2018	\$1000	School supply buckets for the middle school and high school for students in homeless situations.

**Statutory Requirement 3b:** How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our district Title I Coordinator and District Homeless Liasion collaborated and determined that \$1000 could be set aside to serve the students in homeless situations and unaccompanied youth on the campuses that were not schoolwide Title I and determined that they needed immediate access to school supplies on their campus and that \$1,000 would provide those opportunities to those students. The staff have a better understanding of the policy/procedures to support homeless students using these funds by it being described in our District Homeless Policy/Procedures Manual. Homeless students are specifically addressed in our campus improvement plan and how we will address their needs. Examples are the following: The campus and district improvement plans review and edit current policies for support programs such as homeless; include program staff in content PLCs including homeless; implement support programs including homeless students; continue to implement the Perfect attendance contest and incentives for each semester; monitor tardies and absences of students through letters and phone calls; teachers in each grade level and content area will meet in their PLC and develop their own (YAG) document, discuss pacing, address individual students needs, and let data drive their instruction; support instructional staff with differentiation strategies to assist all learners; hold Title I parent meeting twice a year.; present a new parent orientation meeting as a meet and greet and for information at the elementary campus; involve students, parents, and community members in service projects such as Santa Books, Patriot League, Food Bank and Evelyn Rivers; parents are encouraged to attend Fab Fridays, Academic Pep Rallies, eat with their children during lunch and meet and greets; parents may use parent portals to see students' grades; receive information about activities through Twitter, Classroom newsletters, Facebook, home folders, the school website, the district phone system and notes and calls from the teacher; continue to analyze data to identify students in need of assistance; homeless receive expedited evaluations; closely monitor students that are homeless to ensure that all local, states and federal guidelines are followed; ensure that homeless will be provided needed school supplies needed.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 188904	Amendment # (for amendments only):
<b>Statutory Requirement 4:</b> Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
<b>School Selection:</b> Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	yes
<b>Enrollment:</b> Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	yes
<b>Transportation:</b> Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	yes
<b>Services:</b> Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	yes
<b>Disputes:</b> If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	yes
<b>Free meals:</b> Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	yes
<b>Title I:</b> Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	yes
<b>Training:</b> Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	yes
<b>Coordination:</b> Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	yes
<b>Pre-School:</b> Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	yes
<b>Transition to Higher Education:</b> Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	yes

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Every student presented for enrollment completes a Student Residency Questionnaire (SRQ). The homeless liaison reviews the form with families that might qualify for homeless services. If they qualify for homeless and unaccompanied youth services students receive free nutrition services on the day of enrollment. Transportation is arranged as needed with the director of transportation. Needs and barriers can then be addressed with the family. After the school year has started a housing updates form is sent home with report cards to update any living situation changes. Also, during the school year staff that become aware of a housing change of a student can contact the District Homeless Liaison and they will contact the family to see if they qualify for services. For students not currently enrolled or attending school we do outreach with posters with student rights and the District Homeless Liaison contact information. The posters are posted where families frequent certain locations such as laundry rooms at RV parks and hotels, the post office, the Mercantile, or other areas that might be helpful to someone in a homeless living situation. We also post on our district website and individual campus web pages. These posters include information about early childhood and/or prekindergarten programs as well as the District Homeless Liaison's contact information. Our district website offers a great resource to our families in transition. One of our links to the homeless liaison's resources are the following link

<http://bushlandisd.net/cms/One.aspx?portalId=418569&pageId=809301>

Resource guides, student rights and the District Homeless Liaison's contact information can be found there.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A representative from each campus enrollment staff attends a Homeless Update training at Region 16 annually that addresses identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth as well as the District Homeless Liaison and High School Mentor. Annually, the District Homeless Liaison reviews/updates enrollment procedures/policies for students in homeless situations and trains the enrollment staff. The District Homeless Liaison attends the statewide Homeless conference annually and receives any updates and trains any administrative, instructional, and support staff as well as service providers and/or community collaborators that it pertains to in our district. Our Campus Improvement Plans and District Improvement Plan lists strategies that address administrative, instructional, and support staff strategies to address homeless students such as the following: Review and edit current policies for support programs such as homeless; include program staff in content PLCs including homeless; implement support programs including homeless students; continue to implement the Perfect attendance contest and incentives for each semester; monitor tardies and absences of students through letters and phone calls; teachers in each grade level and content area will meet in their PLC and develop their own (YAG) document, discuss pacing, address individual students needs, and let data drive their instruction; support instructional staff with differentiation strategies to assist all learners; hold Title I parent meeting twice a year.; present a new parent orientation meeting as a meet and greet and for information at the elementary campus; involve students, parents, and community members in service projects such as Santa Books, Patriot League, Food Bank and Evelyn Rivers; parents are encouraged to attend Fab Fridays, Academic Pep Rallies, eat with their children during lunch and meet and greets; parents may use parent portals to see students' grades, receive information about activities through Twitter, Classroom newsletters, Facebook, home folders, the school website, the district phone system and notes and calls from the teacher; continue to analyze data to identify students in need of assistance; homeless receive expedited evaluations; closely monitor students that are homeless to ensure that all local, states and federal guidelines are followed; ensure that homeless will be provided needed school supplies needed.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In our district we use a Response to Intervention (RTI) and Differentiated Instruction (DI) processes to address early intervention to prevent long-term academic failure and use a comprehensive and flexible process that includes planning, preparation and implementation of instruction utilizing ongoing assessment designed to address each individual student's learning needs. RTI is a problem-solving process which includes the provision of systematic, research-based instruction and interventions to struggling learners. It assumes that the instruction/interventions are matched to student needs and that the monitoring of progress is continuous. DI is an approach to more effectively address the needs of a wide range of learners by providing "multiple pathways" in the teaching and learning process. RTI and DI are effective for all students, but are particularly significant with those populations who have "special needs" such as students who learn in different ways and/or at different rates. RTI & DI hold the promise that these students, to the maximum extent possible, can be educated in general education classroom settings with appropriate support and services. Referral to special education is predicted upon real need. The RTI team is a multi-disciplinary team of school professionals meets on a regular basis to address teacher's concerns about struggling students and to help design intervention plans. This problem-solving group addresses concerns about academic and/or behavioral difficulties, identifies student strengths, interests, and talents, reviews baseline data that has been collected, set projected outcomes and methods for measuring progress, designs specific intervention plans, reviews and monitors intervention plans, and develops a plan to communicate plan/results with student's parents. The RTI team address a number of critical questions such as How large is the "gap" between the student's performance and his/her grade-level peers before the RTI interventions should be considered?; Would additional exposure to a differentiated general education curriculum and instruction be sufficient to meet the struggling student's need?; How long should and RTI intervention plan be in place before a decision on its success or failure be made?; How does one effectively measure success or failure of an RTI intervention?; Who will design and implement the intervention?; and How (and how often) will the intervention progress be monitored? The RTI is dependent on the collection/analysis of a wide range of data in order to develop effective intervention plans. Some data examples are report cards, standardized test results, informal assessments, teacher/parent/student rating scales, classroom work samples, curriculum based measurement, screening data, classroom observation, behavioral logs, disciplinary referrals and attendance data. RTI is an effective framework to address students who are struggling in academic areas, most notably in English language arts (ELA) and mathematics. The three (3) tier model, sometimes referred to as a "multi-tiered system of supports" is designed as a general education initiative which it utilizes data through multiple assessments to inform decision making. Interventions are based on research and dependent on continuous progress monitoring by a multi-disciplinary RTI team. RTI is equally effective at addressing the social-emotional needs of students who present behavioral challenges in school. The RTI process employs two basic approaches: a problem-solving approach with a team of professionals making instructional decisions designed to address the individual needs of students, and the standard protocol approach which focuses on the delivery of pre-selected, researched-based interventions that are provided to address students who have similar needs. Tier 1 is the provision of group interventions within the general education classroom that usually represent the core instructional program. If adequately differentiated to meet the needs of a varied population, 80-90% of the students will respond and achieve established benchmarks. Assessments likely occur 3-4 times per year, consistent with our grading periods. Tier II is if students do not make adequate progress in Tier 1, more targeted services and interventions, usually in small group settings, are provided in addition to the instruction in the general curriculum. Progress is monitored more closely, at least by-weekly, and the research-based interventions could last approximately 6-10 weeks. Tier III is for students who do not adequately respond to the targeted interventions in Tier II, additional testing may be warranted and students would receive intensive interventions targeted to their deficits. Eligibility for specialized educational services under the Individuals with Disabilities Education Act (IDEA 2004) may also be considered. Differentiated Instruction is based upon the principle that all students can learn if the instruction is responsive to their needs. It acknowledges the uniqueness of each student in terms of the experiences, personal characteristics, innate qualities and attributes that he/she brings into the classroom. It recognizes that teachers must tailor, modify and customize instruction based upon their knowledge of the student, thus empowering him/her to learn and be successful in school. Teachers plan lessons and design classroom learning environments that are responsive to the full range of student needs in their classroom.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 188904

Amendment # (for amendments only):

**TEA Program Requirement 4:** Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In our district students who are homeless shall be provided opportunities to who transfers to the district after the start of the school year to be administered credit by examination at any point during the school year. Our district shall award credit proportionately to a student who is homeless who successfully completes only one semester of a two-semester course. If an 11<sup>th</sup> or 12<sup>th</sup> grade student who is homeless transfers to a different school district and the student is ineligible to graduate from the district to which the student transfers, the district from which the student transferred shall award a diploma at the student's request, if the student meets the graduation requirements of the district from which the student transferred. At our high school level our counselors review student's personal graduation plan (PGP) annually. Parents are also included in the annual review of the PGP. The PGP options must include the distinguished level of achievement and endorsements. Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a PGP for the student that identifies a course of study that promotes college and workforce readiness and career placement and advancement; and facilitates the student's transition from secondary to postsecondary education. The district may not prevent a student and the student's parent or guardian from confirming a PGP that includes pursuit of a distinguished level of achievement or an endorsement. A student may amend the student's PGP after the initial confirmation of the plan. If a student amends the student's PGP, the school must send written notice to the student's parents regarding the change. Courses are offered for dual credit in conjunction with Amarillo College which provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course required for graduation. In our High School Campus Improvement Plan we list strategies to ensure that we provide the highest standard of education for all students through programs and strategies that meet the needs of our demographic makeup. We review policies and procedures for the identification, placement, use of instructional strategies, and assessment of students served in support programs. We closely monitor student placement in support programs; closely monitor students such as homeless students to ensure all local, state, and federal guidelines are followed; we review, evaluate, and update accommodation needs of all students based upon data for instruction and assessment; we align IEP goals and objectives with grade level TEKS to ensure students are receiving state mandated grade level instruction; we ensure that teachers responsible for providing differentiation for special programs are provided with on-going professional development opportunities; we ensure that students coded as homeless will be provided the needed school supplies to meet their educational opportunities; we utilize core specific PLCs to analyze student learning performance data and schedule timely interventions and create opportunities for acceleration; we monitor, assess, and provide intervention services for students in need of assistance on a continual basis; we provide professional development opportunities and allow staff to address areas of concerns based on needs of sub populations; we provide tutorials before, during, and after school for all students especially those in need of support and at-risk; we conduct PLC led professional development that focuses on TEKS based curriculum; we review assessment and benchmark data in regularly scheduled PLCs; our administrators will provide ACT training for staff and students; we provide rigorous instruction in order to improve student authentic engagement utilizing the Fundamental 5 strategies; AP classes will increase the number of students taking the AP exam for their subject and increase all scores to a 3 or better; core content areas will use writing as a tool to ensure and help build stronger student vocabulary; DMAC reports will be utilized to track the progress of all students; communication with parents by all teachers regarding current student achievement; develop relationships with community member/parents who can mentor students in a professional capacity; invite parents to Fall open house; implement and development of the Robotics program with the help of community parents and in partnership with businesses; administration of PLAN and Explore "Pre-ACT" tests to all 9<sup>th</sup> and 10<sup>th</sup> graders; orientation for 8<sup>th</sup> graders transitioning to high school; parent meetings for each grade level; continue to develop and offer a coherent sequence of CTE courses; continue to offer and develop Principles of AV Technology, DIM, Graphic Design, Video Production and Animation; Continue to make available information regarding CTE opportunities at high school orientation meeting with students and parents; develop student surveys based on interests of class offerings to help determine what classes to offer; increase the number of high school students taking PreAP, AP, and Dual Credit classes; Junior/Senior students will continue to be provided two days for college visits; BHS will continue to offer and assist students and parents with filling out FAFSA and gaining knowledge in College Financial assistance; and create and administer a student survey concerning the culture and climate of the high school to gather data.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 188904

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	x	x	x

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 188904

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 188904

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 188904

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 188904

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Ttruancy**

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 188904		Amendment number (for amendments only):		
<b>Barrier: Lack of Knowledge Regarding Program Benefits (cont.)</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barriers</b>				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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